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ABSTRACT

Development of competency-based training programs and the preparation of guidance associates (undergraduates) and professional counselors within a competency-based framework are current major concerns in education. Three speeches trace the development of a monograph which outlines the program. Edward C. Bonk, in "Writing the Module on Career Information," describes student efforts in developing a module. George C. Beamer, in "Problems in Implementing a Competency-Based Program," deals with problems centered around staff, support by administration, and problems encountered by students. The monograph, "Preparation of Guidance Associates and Professional Counselors Within the Framework of a Competency-based Program," is treated briefly as a working model and its scope outlined. In "The Etiology of a Competency-Based Monograph." Bobbie L. Wilborn discusses the concept, rationale, and beginning of the program as developed by North Texas State University Task Force for the Cooperative Study of Counselor Preparation, Certification, and Practice. (HW)

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A Competency-Based Program in Career Information

Edward C. Bonk

George C. Beamer

Bobbie L. Wilborn

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Presented at AVA Convention

Atlanta, Georgia

December 1, 1973

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A Competency-Based Program in Career Information

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Introduction

Development of competency-based training programs is a current major concern in education. There are many issues yet to be settled but getting into action does help us find some answers. The preparation of guidance associates (undergraduates) and professional counselors within a competency-based framework is now in progress in the Division of Counselor Education, North Texas State University. The first major step was the development of a Monograph which outlined the program we planned to implement. That program is now in action and we are learning as we are teaching. We have made the greatest progress in our Competency-Based Program in Career Information. It is the story of our development and current triumphs and tribulations we want to share with you.

Dr. Edward C. Bonk

Writing the Module on Career Information

Presented at AVA Convention

Atlanta, Georgia

December 1, 1973

Writing the Module on Career Information

The thought of doing the work of getting the module in shape was almost overwhelming since this was to be the first module to be written. Dr. Beamer, Dr. Wilborn and I thought this would be a learning experience for the counselors in my evaluation seminar, so we enlisted their aid in devising the various activities.

We had a doctoral student who had written a competency based program while he was serving in the Navy. He served as our consultant to assist in the proper wording of the activity statements. Dr. Beamer came to the class each day to give his viewpoint of the statements to ascertain if they were saying what was trying to be stated.

We went to the class and presented what we would like to do. Each student was given a copy of the material from the Mongraph. Our first task was to orient the class concerning the project. There were several members who were elementary counselorswho had not had a course in this area during their masters program. They did a great deal of reading to become partially familiar with career information.

There were 18 students in the class. They chose pairs for working together. Each day we would assign the pairs two implementation topics. The next day they would put the activity statements on the chalkboard and we would work on refining these statements. The doctoral student was of great assistance in putting the statements in proper form.

Our class met daily for 90 minutes. It took us three week to complete writing all the activity statements. The next step was to locate the sources in which pertinent information was found concerning the various activities. The students worked several days on this. Here again they were divided into

groups and located the sources for each activity.

As we proceeded to work with the objectives and implementation columns, it became evident the wording in the monograph was not always clear or pertinent so we took the liberty to do some rewording. The complete module was typed and duplicated for use in classes.

My fall semester class in Occupational and Educational Information met for the first time on September 3. I told them we would be doing something different in class this fall. Instead of having a lecture-discussion session each meeting and two or three tests during the semester, we would be trying out a competency based module. Each student was given the set of materials - Bibliography, the Guidance Associate and the Professional Counselor materials. They were told how we would proceed with the semester's work. First of all, everyone had to complete all the activities and when this was done he had finished his work for the semester. Those who did not get finished would have an incomplete and would continue to work until all the activities had been completed.

I asked them to hand in the written material as soon as they completed it and were encouraged to come by the office at any time. Very little material came in for about six weeks. I then told them December 18 was fast approaching and little material was being handed in for grading. A few people stayed after the class period and vented their feelings concerning the amount of work required. After some discussion it was their opinion that it would have been alright if I had told them they needed to hand in two or three activities each class period. The next

week after class ten or twelve students came back into the room and really were angry. After a 45 minute session the outcomes came down to two points, (1) they didn't really think I would stick to the point of requiring the completion of the work and (2) they wanted the reference books put on reserve in the library. The books were then put on a 24 hour reserve but since many of them had been checked out it took a couple of weeks to get them back. The lesson learned here was - have all resource materials on reserve before the semester begins. I'm sure the fact that some students checked out 6 to 8 books worked a hardship on the others.

I started out with 28 class members. The number has been dwindling since there are 22 remaining. One of these told me he can't finish because of a heavy class schedule but he wishes to continue and finish during the spring semester. As of this week 5 or 6 students have handed in very little material while there are 3 who have nearly completed their work.

I asked them to type or write neatly so they could use the material later when they were counseling. I checked all the work each week. If any was not satisfactory I handed it back to do over. It seemed a couple student's were testing me to see if I really read the papers. After they got some back, the picture changed and now the quality of work is much improved. I think that by closely reading for content, grammar and spelling the quality improves since the student knows he will have it returned if it is done poorly.

This brings up the grading problem. First of all you will notice there is no evaluation column on these sheets. We struggled with the problem and maybe "copped out" by saying it is up to the professional judgment of the teacher to determine the successful completion of each

activity. Never-the-less there is a range of quality in the work that is accepted. Since we have to give letter grades, it is possible to see the differenc e in quality and assign a letter grade. I keep a check list of all completed activities for each student so each can check at anytime where stands. I keep all the accepted work until each student completes the module.

What were some of the problems we faced? I have mentioned keeping the reference materials on library reserve. The next big problem was how to handle all the role playing activities since there are eleven in addition to one audio-visual presentation. With 22 class members this means 264 presentations which you can see is an unmanageable number. Even for a ten minute presentation it would take 44 hours or approximately 15 class periods.

Naturally 10 minutes is not enough time for a presentation so the time problem became more crucial. After each presentation, it is critiqued by the class. They point out the good points and suggestions for improvement. We have found this to be a very valuable learning experience as we are seeing the improvement in the quality of the presentations. This is evidenced by the increase in the use of materials and techniques being used.

There may be some possible ways to resolve the time required for role playing. One way is to have video-taping equipment available for students so they would be able to tape the role playing sessions during the week. The student and instructor could then view the tape outside of the class period. The disadvantage is that the other class members could not share in the critique.

Since the equipment was not available some adjustments had to be made in the number of role playing presentations. I tried to face reality

by saying if a person can do four role playing sessions, he should be able to do the over seven. For those he did not do, he wrote up how he would have carried out the session. This would include the materials he would use and how he would use them.

Some students have been innovative and combined two or three activities in their presentations. This helped to save time and seemed to "round out" the presentation. Some students have completed their four role playing sessions and are writing up the others. I find their written sessions are very explicit and complete. After this semester is over, we might find other problems but as of now the role playing and the books on reserve are the main ones.

What are the comments of the students now? Some of these activities require that the students must go into the business world and community. They are saying, "it's a lot of work but you surely have to get out and find out what's going on. It makes you learn a lot."

Dr. George C. Beamer

Problems in Implementing Competency-based Program

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Problems in Implementing Competency-based Program

Dr. Wilborn has presented you with some of the background relative to challenge of the Commissioner of Education of Texas. I would like to add that personally I believe that a program that provides teachers, planning to become counselors with a program that provides an undergirding for the M.A., a sound base of the principles of psychology, sociology, anthropology, statistics as they apply to counseling is necessary. This is simply a bias of mine and is just another aspect of problems encountered within new idea, much as competency based program and an undergraduate program.

Problems involved in implementing an undergraduate program and a competency performanced program are many. These problems center around staff, support by administration and problems encountered on part of students.

Examination of the problem of the undergraduate program and staff center around the fact many staff members are not psychologically ready to accept the fact that there is a place in a counselor education program for the undergraduate. Rather, most staff members are interested in training graduate students in counseling practice. The training of counselor educators nationally is at graduate level. Staff experience has been with professional counselors and not with training guidance associates who will work as apprentices primarily in an educational setting.

Many of our staff are experienced public school counselors and honestly see no place for a person with a mere bachelor's degree in a public school counseling and guidance office.

Therefore, many staff are very reluctant to accept an assignment to teach the undergraduate because of the personal feelings and professional beliefs. Underlying all of this feeling is that advancement professionally is based on the graduate program at the Master's and Doctors level. Closely allied to the attitudes of the staff toward the undergraduate (Guidance Associate) guidance program is the attitude toward a competency performance based program.

One criticism directed by the staff toward the competency based program is that it carries the inherit danger of leading to over-systemization. There are many pros and cons relative to this type program.

Quickly some of the pros are: fixes responsibility, sets minimum base, allows for individual progress, determines a certain degree of uniformity of product.

Some of the disadvantages: demand on staff, determining assessment of competency, omission of affect. These points can be discussed at length depending on beliefs of participants.

For example, in the undergraduate curriculum the module relative to career information service, one of the objectives is "Be able to aid teachers in the implementation of a vocational development program." In order to achieve this objective the student will, "demonstrate the ability to assist the instructional staff in the use of occupational material in the classroom". The question now becomes, assuming you agree with the objective and the method of implementation, what activity will indicate competency in this objective. The reactions can be many, such as: doesn't indicate relationship between guidance associate and instructional staff; too subjective; too mechanical; doesn't give all facets of the situation between personnel, etc. Would you want to observe the guidance associate implementing this

assignment and then pass judgment. Would you recognize some of the practicality of the situation and do as we did. "The student will write a unit of study illustrating how and integrate career information in the existing curriculum. That is a little less than ideal.

If a competency-based performance based program is going to be given it must be based upon a number of hours; 36 in our situation - 12 three hour courses. The courses are: SEE NEXT PAGE

We think of these courses as modules with each modules with each module containing a determined number of competencies. For example: Many persons planning to enter profession of counseling are not equipped psychologically to counsel others. In our planning for the undergraduate program, we have provided two modules (6 hours) to allow students to become aware of themselves and their objectives in life, in order to provide these undergraduates with the opportunity to develop psychological qualities the graduate student acquires along the way. An example of part of these modules is presented:

Objectives	Demonstrate Implementation	By Activity	Resources
1. Be realistically aware of his own major intra-and inter personal strengths and weaknesses.	1A Demonstrating an ability to give and receive constructive feedback in an open, non-defensive manner.	1A & B The student will attend on-going, intact group-counseling once a week for a complete semester.	Pre-assinged, on-going counseling group.
	1B Demonstrate the ability to make a realistic self appraisal in relation to present and future potential as a guidance worker.	2A & B The student will participate in small, structured group activities in the classroom under the supervision of the instructor.	Structured small group activities as planned by course instructors.

Objectives	Demonstrate Implementation	By Activity	Resources
		3A & B The student will prepare a formal paper that will focus upon depth self-exploration.	
		4A & B The student will select from a list of personaly descriptive adjectives and through selection will accurately profile self-descpt.	National Merit Scholarship Adjective Checklist or similar self-descpt. adjective list.
		5A & B The student will conduct active self-expl. through a minimum of 5 counseling sessions with a profess. couns. under supervised & observed conditions.	Individ. counseling sessions with ED 569 counselors.
		6A & B The student will participate in a focused feedback critique of one of his groups-couns. sessions via tape.	Video-tape facilities and equipment.
		7A & B The student will interrelate effective, formally & informally with colleagues & superv.	Formal & Informal interviews and interactions.
The student will develope an awareness & understanding of guid. programs and personnel	1A Demonstrating adequate knowledge of various guid. models. 1B Demonstrate the ability to plan a model guidance program for a public school setting.	1A The student will participate in the following: (a) a field trip to a public school guid. pro. (b) workshop, panel dicisions & lectures (c) individually interviews a profes. guidance in a field setting.	

Each module or course has its objectives, its implementations, its activities and criteria of performance, and its references.

Dr. Bonk will present an example of one module developed at the graduate level.

The Monograph, "Preparation of Guidance Associates and Professional Counselors within the Framework of a Competency-based Program" was developed at North Texas State University as a working model. To those of you familiar with its presentation, the Monograph, is made for both undergraduate and graduate programs.

Basically the monograph is divided into the following areas:

Personal Characteristics - The guidance associate and professional counselor must possess the ability to be objective and flexible. This includes:

1. The willingness to question the old and investigate the new.
2. The willingness to be receptive to new ideas, achievements, and research findings and
3. The belief in the need for purposeful change, but the unwillingness to impose conforming behavior on others.

Counseling Services

a. The guidance associate and professional counselor must be able to develop and maintain effective individual and group counseling relationships and to provide assistance in educational, vocational, and personal needs and concerns of students and staff.

Consultation

a. The guidance associate and professional counselor must possess the ability to serve as resource persons relative to the guidance needs and concerns of individuals and groups.

b. The guidance associate and professional counselor must possess the ability to serve as resource persons relative to the guidance needs and concerns of individuals and groups.

Coordination

a. The guidance associate and professional counselor must be able to coordinate the various aspects of the total guidance program resulting in a continuous and meaningful sequence of services to students, staff, and community.

Career Development

a. The guidance associate and professional counselor must be able to assist students, parents, and the instructional and administrative staff in developing healthy attitudes toward the world of work. Understanding the role of work in the life of man, and encouraging students to become mature life planners, responsible jobholders, and responsible contributors to productive and service enterprises.

Planning and Development

a. The guidance associate and the professional counselor must possess the ability to develop guidance program goals, objectives, and activities using both school and community personnel. Program goals and objectives should be written and made readily available to appropriate constituencies.

Individual Assessment and Inventory

a. The guidance associate and professional counselor must be able to appraise the characteristics of students, describe the needs and potentialities of individual students, identify individual differences, and provide for recording the resultant data.

Research and Evaluation

a. The guidance associate and the professional counselor must possess the ability to interpret clearly the implications of research data to staff, parents, students, and community resources and also possess the ability to use the results of such research in guidance program development and revision.

Placement and Follow-up

a. The guidance associate and professional counselor must be able to participate in long-range student planning and to assume responsibility for periodic review and revision of such plans. Revision will be based on changes in the curriculum, student appraisal data, school achievement, educational and occupational opportunity, the students maturity, and new life goals.

Referral

The guidance associate and professional counselor must possess the ability to assist student, instructional and administrative staff, and parents in accepting referral to other specialists within the school district and within the community.

This Monograph is recognized by our staff as a point of departure. It is a working model. As we develop each area we observe that we have to rework objectives, decide upon different implementations-rework these by rewording, editing, and possibly eliminating. This mongraph was not intended for any other use. It was always thought of as a starting point.

The crucial issue in our program is the assessment of the performance, or competency. This point involves many facets such as: number of students in class; number of graduate assistants; availability of students (commuters; daytime students); dedication of staff members. The number of students in a class will determine the number of performances or competencies any instructor can evaluate. If some of the performances are not adequate, there is a need for recycling. If the students, and undergraduates usually are, all available throughout the day so they can be scheduled to demonstrate competencies, this is very time consuming for the professor. Many graduate students are commuters and this fact limits their time on the campus. If there are funds provided by the administration for graduate assistantships, they may be used to assess competencies. It is understandable that if an instructor is teaching three competency-based classes with an average enrollment of 35 per class, that he will need to be dedicated and that he will need to limit number of performance or competencies in order to determine acceptable level of competency.

It was mentioned that one of the problems confronting the complete implementation of a competency-based program is the administration. Administration confronted by limited funds are pressed to place as many students with an instructor as possible. In our undergraduate program 35 - 40 students are enrolled in the beginning modules. Two instructors, as has been noted, are assigned to these modules and graduate students

are used in working with these instructors. This work is a part of the graduate students practicums and internship.

There are other minor problems in implementing a competency based program. It already has been mentioned indirectly and may be mentioned again, that the administration would be reluctant to permit students to enroll for a new module at any time during a semester.

Briefly, problems with students are a reflection of school experiences past. In a competency based responsibility for accountability is on the student. It is not a question of class attendance and satisfactory performance on tests and possibly a term paper. It is the responsibility to prove that learning has occurred. The old educational psychological "law" 'Learning is activity and it is activity on the learner's part' is enforced. Reports from our instructors indicate that students, as might be expected, are surprised, chagrined and then enthusiastic towards the competency-based program.

In career education, evaluation of performance, is a real introduction to the world of work. You either produce according to the instructor's expectencies or recycle until you are able to do so or try some other work.

We do not expect the competency-based program to be the 'sine quo non' of counselor-education and the answer to all problems but it serves as a base. It is exciting, it is confronting to us as instructor and it is challenging.

Dr. Bobbie L. Wilborn

The Etiology of a Competency-Based Monograph

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THE ETIOLOGY OF A COMPETENCY-BASED MONOGRAPH

The North Texas State University program for the Preparation of Guidance Associates and Professional Counselors Within the Framework of a Competency-Based Program had a somewhat complex beginning and is still traveling a very rocky road. It is the concept, rational, and beginning of the program of which I will speak and leave the rocky road we now travel to Dr. Beamer, who, as our Chairman, has received few compliments for what we have done well but many comments about what we have not done well.

In late 1970 the president of the Texas Personnel and Guidance Association appointed a Task Force for the Cooperative Study of Counselor Preparation, Certification, and Practice. At the same time the Task Force was developing its rationale for improving the training and certification program for Guidance Personnel, the Commissioner of Education for the State of Texas issued a position paper in the form of Guiding Principles to Govern Certification and Assignment of Counselors to the State Board of Education, which was approved on January 4, 1971. The Principles included, in part:

1. There shall be only one certificate for counselors. This certificate shall qualify the holder for assignment in all general and special counseling positions in the public schools.
2. This certificate shall be based on demonstrated performance competencies of the holder to function adequately and equally in all areas of the public school program.

3. The certification of counselors shall be independent of the certification of teachers. Orientation in the various teaching specialization fields in which the counselor should have to function properly shall be incorporated as a part of performance-based programs of counselor preparation rather than as specific teacher preparation programs in those fields.
4. Preparation programs for counselors shall be designed to provide performance-based master's degree level graduates with professional certification. However, such programs shall also provide bachelor degree graduates with sufficient performance competencies that they may qualify for special assignment permits to serve in guidance-type positions under the immediate supervision of a professionally trained and certified counselor.

At this point, then, the main emphasis of the Task Force became the development of a professional statement including specific recommendations for the implementation of the Commissioner's Principles. Though the Commissioner of Education had been the one who said that things would change in counselor certification, the profession was concerned with making proposals articulately, respectably, and cohesively so that the voice of the profession would at least be considered. It was a matter of trying to suggest professional ways for implementing the Principles.

The Task Force posed the following questions to the state association membership:

1. Would it be feasible to remove teacher certification from counselor certification?

2. Would it be feasible to establish an undergraduate program in Guidance Studies, culminating in the Baccalaureate degree, as a means of providing a pre-professional guidance base?
3. Would it be feasible to establish a graduate level program to provide in-depth preparation in one or more of the specialized counseling areas?
4. Would it be feasible to encourage college and university counselor educators to develop programs relative to performance-based competencies and to prepare their candidates at the Baccalaureate and Master's level so they can demonstrate these competencies in the actual job setting?
5. Would it be feasible to encourage the State Board of Education to develop and implement accreditation standards which would be compatible with the preparation program for guidance personnel outlined in the first four proposals?

From the reactions to these questions which were gathered from the personnel who participated in formal and informal regional and state conferences, the Task Force developed a professional statement which, after several opportunities for input from the profession and several refinements, was officially adopted as a policy statement.

From this background, the professional counselor education staff at North Texas State University developed the monograph: The Preparation of Guidance Associates and Professional Counselors Within the Framework of a Competency-Based Program and embarked on an innovative five year experimental program for the preparation of guidance personnel.

The rationale for the concepts of our program is that extensive forces for change are having significant impact on our educational institutions. Growing federal and state programs and legislation have assigned greatly broadened roles to the guidance and counseling profession as they strive to meet the needs of additional groups of people in a variety of life situations. The problems associated with helping people progress educationally and relate productively to life-work settings require innovative ways of thinking and acting. One way to cope with the new requirements being placed on "professional" shoulders is to explore the merits of differentiated staffing, that is, looking toward the development of programs designed to train personnel in the guidance field to do different tasks with varied levels of skill involved.

The differentiated staffing concept, however, necessitates the development of a new group of guidance positions. The concept of differential staffing is not new--it has been accepted and used by many professional and scientific associations. The systematic programming of support personnel roles in connection with the guidance profession is new, however.

The major thesis is that appropriately prepared support personnel, working under the supervision of professional counselors, can contribute significantly to the work of the profession. The appropriate use of support personnel can facilitate the work of the professional counselor and make the total guidance endeavor more accountable and viable.

As presently envisioned, there are three distinct levels to be considered. One level might lead to the next, but not necessarily so.

Level I--Paraprofessional. Such personnel should possess certain competencies resulting from their high school experience or as the result of community college and/or adult education programs. They are Guidance Assistants who may serve as receptionists, clerks, guidance librarians, and general guidance office workers.

Level II--Pre-Professional. These are personnel who have completed a bachelor's degree including a public school internship in Guidance Services and work directly under the supervision of professional counselors.

Level III--Professional. These personnel may be at one of three levels: First, personnel who have been fully trained, who possess some degree of specialization, and who have completed a Master's degree in guidance and counseling and who can serve as the leader of a Guidance Team composed of the Professional Counselor, two or three Guidance Associates, and several Guidance Assistants. Second, personnel who have the Specialist Degree in counseling (30 graduate hours beyond the Master's) and have the proficiency to serve as Head Counselor or Division Chairman in a large public school system or possibly as a Director of Guidance in a smaller system. And, finally, the personnel who have the Doctoral Degree in counseling.

The North Texas State University program is presently concerned with the Pre-Professional Level. First, there is the Intern Guidance Associate. This person has completed the Community College program or at least two years of college or university

experience. He is presently enrolled in a junior-senior level training program designed to prepare guidance workers. What is being done is the development of an integrated four year program based in the behavioral sciences and education. While it is possible to also prepare for teaching as a part of this program, it is not mandatory or necessarily encouraged.

In September, 1972, junior undergraduates began the first two training modules at North Texas State University. In September, 1973, these students began the second year training modules and a new group of juniors entered the beginning modules. Two staff members are assigned to direct each training module and all other staff members are on call to assist in any areas of their own competency. To date, then, North Texas has two groups of undergraduates in training and is about to begin the phase of training of which I will speak next--the internship.

The Guidance Associate who is now in the second year modules will soon begin his internship experiences. The Guidance Associate will serve his internship in the public school guidance office under the supervision of the professional counseling staff, much like the student teacher who now serves under the direction of the cooperating teacher and college supervisor in the student teaching program. One of our major problems at present is aligning this experimental internship with the formal class structure within the College of Education and other Colleges of the University. Upon successful completion of the bachelor's program in Guidance Studies and upon recommendation by the public school professional counseling staff, the Guidance Associate may be placed under

contract and work directly under the supervision of professional counselors. While it will be possible to have more than one Guidance Associate working under the supervision of the professional-level counselor, the employment of Guidance Associates will not be possible unless there is at least one fully trained professional-level counselor on the staff. Stated quite simply, it will not be possible for a school system to employ the pre-professional without provision for professional-level supervision.

The other program at North Texas which is now being affected by this new concept in training is the Master's degree program at the Professional Level. These students must be fully trained and must possess some degree of specialization in specific areas of competence, i. e., special education, learning disabilities, vocational, technical, etc.

Personnel on this level will assume responsibility for supervision of Guidance Associates working under their direction. It should be noted that this is the first level of training where the term "counselor" is used. Prior to this level of specialization, the term Guidance Associate has been used since it is more descriptive of the function and level of training possessed by the personnel at that level. With regard to the increased interest in and concern for professionalism, reserving the term "counselor" for this level seems appropriate.

The Texas Education Agency's support of the undergraduate program for Guidance Associates is evidenced by the fact that Texas institutions without an undergraduate program will not now be able to prepare personnel at the Master's level. The Master's

degree is to be used for in-depth professional skills and specialization within the profession. All of this, then, means that existing "professionals" will also need to be updated, since the Guidance Associates may be better prepared than personnel currently on the Master's level. Therefore, our present master's program curriculum is currently in a state of change with competencies and evaluation criteria being continually developed and evaluated. The entire restructure of the Master's program must be completed by September, 1974, when the current undergraduates become eligible for the program. And if the Master's program is restructured, can the Doctoral program be far behind?

Since this is the age of "accountability," and performance contracting has already found its way into public school systems, it is anticipated that guidance training programs of the future will be built on performance-based competencies. Such things as semester hours, specific course listings, and semester-long courses may well be concepts of the past.

The guidance and counseling program at North Texas is developing according to the following characteristics:

1. Clearly defined objectives and goals. Objectives and goals which are both general for the overall program and specific for modules within the program.
2. Performance-based competencies designed to implement program goals and objectives. The competencies (knowledge, skills, behaviors) to be demonstrated by the person completing the preparation program are:
   a. derived from explicit concepts of guidance roles.
   b. stated so as to make possible assessment of a candidate's

behavior in relation to the specific competencies.

c. stated in advance.

3. Systematic structuring of time modules for the training of candidates in developmental performances of desired competencies. The candidate's rate of progress through the program will be determined by demonstrated competence rather than by time or course completion.

4. Provision for those who wish to enter the program from other disciplines to demonstrate competencies and then to be placed at appropriate competence levels. This provision will do away with the requirement that each candidate start at the same place, regardless of past experience and personal and professional prerequisites.

5. Competency-based evaluation at the conclusion of each training module, with provision for re-cycling. Assessment of the candidate's level of competence will:

   a. use candidate's performance as the primary source of evidence.

   b. take into account evidence of the candidate's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behavior.

6. Certification of the candidate based on the manifestation of specified competencies rather than the culmination of course hours or semester credits. The entire guidance training program is intended to facilitate the development and evaluation of the candidate's achievement of the competencies as specified.

An old Chinese proverb states: "If we do not change our direction, we will likely end up where we are heading. The North Texas State University program has required a change in direction--it remains to be seen where we will end up."